

Arizona
TEACHER



December, 1957

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at which
a life may
turn . . .

a career
be born . . .

the die
of success
cast . . .

the shape of
history-to-come
forever
changed . . .

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yours for the
asking,
for you to give
to those
who know not yet
the questions.



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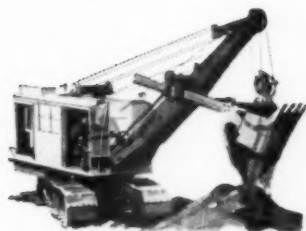
Metalurgist

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ARIZONA
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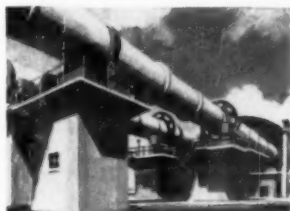
TEMPE - ARIZONA

FROM SOIL TO SIDEWALK

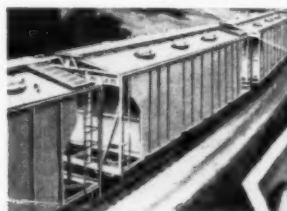


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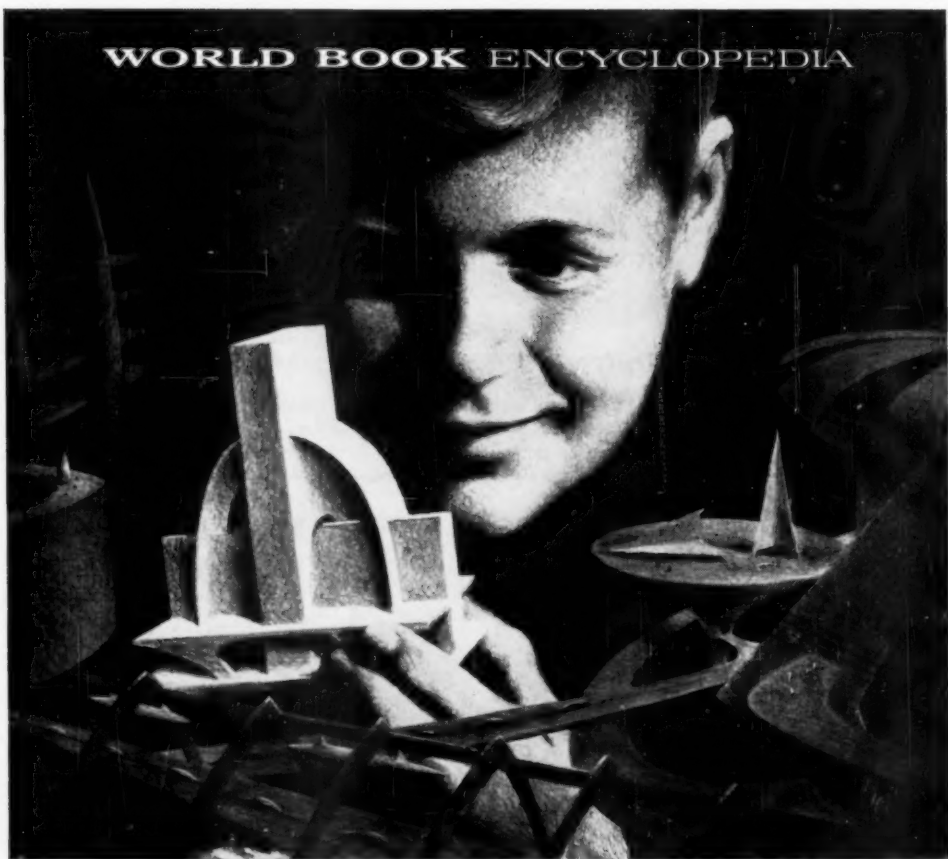
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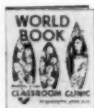
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December, 1957



OFFICIAL PUBLICATION OF
THE ARIZONA EDUCATION ASSOCIATION

TABLE OF CONTENTS

EDITORIALS	Page
Half of Our Lives.....John Raymond	7
ARTICLES	
Dr. Lacey A. Eastburn.....E. W. Montgomery	9
The Twenty Third Legislature.....James A. Elliott	12
The NEA Cornerstone.....William G. Carr	15
PROFESSIONAL NEWS	
News and Notes.....	8
Nothing Less Than Our Best.....C. A. Carson	10
Travel and Professional Growth.....	18
REGULAR FEATURES	
Among Our Neighbors.....Joseph N. Smelser	11
Calendar	17
Look—Hear—Now.....Dorothea Pellett	20
Yours for the Asking.....	23

We know our cover girl has appeared before, but she so typifies the spirit of Christmas and the charm of childhood that we could not resist presenting her again.

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of the historic sites of Mexico, visits Mexico City, San Miguel, Guanajuato, Guadalajara, Morelia, Puebla, Oaxaca, Cuernavaca, Acapulco, and Taxco. Dr. Russel C. Ewing, Professor and Acting Head of UA Department of History and Political Science, will deliver preliminary lectures at the Summer Session starting June 9, and will personally conduct the Mexican tour that leaves on June 19 and arrives back in Tucson July 11. Dr. Ewing has traveled extensively in Mexico and Brazil and is a regular contributor of learned articles on Latin America.



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Editorial Comment —

Half of Our Lives

By John C. Raymond



The series of shocks we have received in the past few months from Russian demonstrations of scientific progress has at the very least, given most of us an uneasy feeling that all is not well with the way the United States is handling education in the sciences and in conducting scientific research. Some responsible people have even been so disturbed that they have been moved to action. It is also possible that a few have become so irrationally frightened that, if they can act at all, they act in panic.

The indications are that these various reactions will result in definite movement—an acceleration of the missiles and satellite programs, stepped-up research in specific areas, and a stimulation of general scientific research, pure and impure. Also, toward the schools will be directed a great deal of attention, some of which will be in the nature of criticism, both of the good and the bad kind. Science programs will be examined, evaluated, reorganized, streamlined, expanded, fortified, coordinated, integrated, separated, and—this is for sure—emphasized.

Of course, there is a portion of our population—scientist, engineers, science and mathematics teachers, certain manufacturers, and others—who could, if they wanted to, say, “We told you so”. However, they are not wasting time in such useless talk. They have already made some quiet progress in the past few years in enrolling more students in science, math, and engineering courses in high schools

and colleges. Really, a sort of ground work has already been laid. So, if we’re going to have a crash program in science education, we’re not exactly just starting from scratch.

It’s the idea of a possible crash program that’s got us a bit apprehensive, for things can be done in the name of crash that are not good things. Americans sometimes are inclined to go overboard, and that’s all right, too, and necessary sometimes, and going overboard has saved our necks and the necks of other countries. But there’s such a thing as going overboard too deep—above the neck, maybe.

Now don’t get us wrong. We believe in science, in the reputable sciences, in the necessity of research, experimentation, in seeking and knowing. We believe that man’s curiosity is a good thing and will result in good. If it is a man’s destiny to explore and conquer the unknown, then we have misread the story of mankind. So we are for every reasonable effort, for sparing no expense, for giving our children as much science and math as their little heads will hold—all, with one reservation: that we do not sacrifice what else is worthwhile and essential for human life, for man’s inward and spiritual growth, for the precious freedoms man requires on this earth and in this universe.

We’re for building our space platforms and moon rockets, and we’re for increased emphasis and training in science and math in our schools. We’ve got to get back the lead we’ve lost to the Russians, and

Turn to page 19

Professional News and Notes

SALARY DEVELOPMENTS, A FACTS-AND-FIGURES newsletter spelling out what's happening around the country to teachers' salaries, made its bow this month and joined the long line of new services from NEA headquarters.

Eric Rhodes, salary consultant, edits this new publication which is beamed specifically to staffs of state associations to keep them up-to-the-minute on local and state salary proposals, negotiations, actions of school boards and legislatures. Currently featuring short "spot" items, Mr. Rhodes plans later on to branch out into longer articles detailing ways certain states have carried out salary campaigns.

HALF OF THE YOUNG MEN AND WOMEN WHO began teaching in the United States last year expect to stop teaching within five years, a nationwide sampling by the U. S. Office of Education has revealed.

"Not only is the country losing a large number of qualified teachers after just a few years of teaching, but many young men and women who are trained to teach fail to take teaching positions," Commissioner Derthick added.

Thirty percent of those who were graduated in 1956 with qualifications to teach did not enter the teaching profession.

YOUNG SCIENTISTS IN THE NATION'S SCHOOLS can once more compete for prizes totalling \$10,000 in the 7th annual program of Science Achievement Awards for Students, the National Science Teachers Association (NSTA) announced this month. Conducted by NSTA's Future Scientists of America Foundation, the program is sponsored by the American Society for Metals. Deadline for student entries is March 15, 1958.

THE FIFTEENTH CLASSROOM TEACHERS NATIONAL conference will be held at Bowling

Green State University, Bowling Green, Ohio, July 6-18, 1958.

Local associations and state departments of classroom teachers are urged to send representatives. All members of the National Education Association are cordially invited to attend. Approximate cost —\$75. University credit will be available at extra cost.

NEA PRESIDENT LYMAN V. GINGER ANNOUNCED that he has appointed a 14-member temporary committee to explore the possibility of a new commission or council on instruction. The proposed body would be the National Education Association's vehicle to consider the instructional field as a whole.

"HONOR THE SUPERINTENDENCY" IS AN added feature of the 1958 AASA Regional Conventions slated to open in San Francisco on Saturday, March 8, and in Cleveland on Saturday, March 29. The opening general sessions of each of these meetings will be devoted to this theme. James B. Conant, New York City, former president of Harvard and U. S. high commissioner for Germany, will keynote the tribute-packed sessions.

INCOME TAX TIPS FOR TEACHERS—MADALINE K. Remmlein, assistant director of the NEA Research Division, the Association's only "lady lawyer," is an expert on school law. She has just written her third book, a how-to-do-it for teachers who struggle with income taxes.

"TEACHER'S FEDERAL INCOME TAX GUIDE" is now ready to help teachers file income tax returns on 1957 income. Using a hypothetical teacher as an example, Mrs. Remmlein shows how his tax liability was reduced from \$445 to \$21. Published by Channel Press, Great Neck, N. Y., the Guide costs \$2.

Dr. Lacey A. Eastburn—

Instructor,
Administrator,
Author



By E. W. Montgomery

Dr. Lacey A. Eastburn, President of the Arizona State College at Flagstaff, was born May 19, 1889 at South English, Iowa, and died in Phoenix October 31, 1957.

Dr. Eastburn made splendid preparation for his life's work in education. He received the bachelor of science degree from Southwest Missouri State College in 1916 and in 1917 earned the bachelor of arts degree and masters degree from Drury College, Springfield, Missouri. The doctorate in education was conferred on him by Stanford University in 1936. He was made an honorary doctor of laws in 1950 by the Southwest Christian Seminary in Phoenix. Prior to receiving the doctorate from Stanford, he did graduate work in the University of Arizona and the University of California at Berkeley.

Instructor

Dr. Eastburn had a wide and successful experience in educational work before becoming President of the Arizona State College in Flagstaff in 1947. He taught in the rural schools in Missouri in 1908 and later became an instructor in mathematics and physics at Drury College. He was superintendent of schools in Golden City, Missouri in 1917 prior to serving as an air corps lieutenant in World War I.

His educational experience in Arizona began in 1919 when he became a mathematics and science instructor at the Northern Arizona Normal School at Flagstaff. He came to Phoenix College in 1921

as an instructor in mathematics and physics. He became director of Research and Guidance in the Phoenix Union High Schools and Phoenix College System in 1926 and served in this position until 1947 when he became President of Arizona State College at Flagstaff.

Dr. Eastburn spent many summers as a visiting professor at Arizona State College at Flagstaff, at Arizona State at Tempe, and at the University of Arizona. He was a Cubberly Teaching Fellow in 1934-35 at Stanford University.

Author

Not only did Dr. Eastburn give excellent service in the schools but he was successful in the field of writing. Among his writings in the field of education are "Planning Your Life", and the "Relative Efficiency of Instruction in Large and Small Classes on Three Ability Levels". He also was author of the statistical procedure adopted by the State Board of Education for computation of average daily attendance in high schools.

Dr. Eastburn also proved his educational leadership in many organizations. He was president of the Arizona Education Council, Arizona School Administrators, and the Arizona Chapter of Phi Delta Kappa. He also belonged to Kappa Delta Pi. He was secretary-treasurer of the Association of Teacher Education Institutions since that organization was

Turn to page 14

Nothing Less Than Our Very Best

*Is Suitable
Today*

By C. A. Carson, NEA Director

Arizona teachers have, from all indications, enthusiastically adopted the new, expanded program of the NEA. We hope that within a short time our membership goal will reach or exceed the 1956 membership. Our thanks to the Prescott schools for 100% membership, and to all the other local organizations for their recruitment membership reports. May I say, with pardonable pride, thanks to the Tucson Education Association for 1310 members to date!

As individual teachers, we can do little, but together we can accomplish wonders. When we see the many problems and obstacles confronting us, we might feel like saying "what's the use," but when we consider the place the public schools have in our democracy, we must put on the whole armor, and go forth for the welfare of the children of our communities.

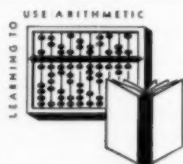
We are thrilled at the theme of the classroom teachers, "Quality Teaching—

Keystone of Progress." Never in the history of our nation has this slogan been more fitting. We have more knowledge of the psychology of learning, more new techniques, more materials, more training, and a staff of professional people dedicated to the improvement of instruction. What better method do we have of growing than together participating in workshops, curriculum meetings, conventions, leaders' conferences, parent-teacher meetings, and the many other activities sponsored by our local, state, and national associations.

Horace Mann said:

"Teaching is the most difficult of all arts, and the profoundest of all sciences. In its absolute perfection, it would involve a complete knowledge of the whole being to be taught, and of the precise manner in which every possible application would affect it."

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Among Our Neighbors

By JOSEPH N. SMELSER

Member of the A E A Editorial Board

Let us assume that we may safely state that we still believe in the following: (1) Historic individualism; (2) the traditional freedom of expression; (3) reason is man's brightest light; (4) although men are animals in respect to desire, the mark of man's dignity is his will to control his appetites in his own interests and in the interest of others for (5) if those about him perish, so will he; (6) environment is a determining factor in life; (7) if men are not free to defend their rights, there are predatory individuals and groups that will devour them with the words of saints on their lips; (8) the seeking of scape-goats is a common pastime. All the great religious, ethical, and intellectual philosophies agree that man is not out of necessity a brute and shouldn't behave as if he were.

Assumptions Not True

Recently an Arizona newspaper under the very general heading of "special" news from Washington, stated that the embarrassing fact of Sputnik may put "an end to the free ride of high school students" through "pipe" courses in modern dance and art. In the same article it was also stated that Phoenix high school students are itching to take more courses in mathematics, science, geography, current events, and foreign affairs. The assumption is that either teachers won't let students take courses they want or the courses are not offered. We believe neither assumption to be true. The fact is that many students don't want to take courses in mathematics and science and when they do take them they do very poor work. A good question is "Why?" This question applies not only to the courses mentioned

but to *all* courses. Answers may be speculative, but let us assume that one man's speculation is as good as another's. Many science teachers feel that more up-to-date laboratory equipment (costs money, raises taxes) would invite greater interest and better work. Up-to-date textbooks are helpful in a world of fast moving science. In a majority of cases smaller classes would help (costs money, raises taxes). It is a strange paradox that some of the most vocal critics of the schools want a better job of teaching done on less money, something for nothing.

Attitude Toward Education

We have just experienced the disgraceful era of McCarthyism which is still a dozing monster. We have not even begun to evaluate the mischief done by this tragic affair to the teaching and learning processes in the schools. Yet, the press spread very full accounts of McCarthy's intemperate charges in prominent news spaces; many newspapers supported the methods of this neo-fascism directly or with a pitiful kind of silence.

Government officials and workers (especially those belonging to the wrong major political party), preachers, labor organization, publishers, scientists, artists, and teachers bore the brunt of this well-publicized assault. Now we are told that we are living in a silent era of conformity. What else can reasonable people expect? What goes on in the mind and heart of a teacher when he sees in a local paper a cartoon of a schoolhouse with the caption, "The Little Red Schoolhouse?" What damage is done to the teaching profession and to the parent's and child's attitude

Turn to page 16

The Twenty-Third Legislature

Will Be Significant

*By James Elliott, President Arizona
Education Association*

The second Session of the Twenty-Third Legislature will soon convene. This session will be a significant one for education. It will determine whether the main support of the schools will continue to come from the real property tax or be shifted to some other form of taxation.

At the present time, our schools receive a state grant of \$127 per child in Average Daily Attendance (ADA) based on the highest six months of the year. This \$127 grant represents only 26 to 36 percent of the yearly cost of educating a child (accepted practices in other states indicate that from 56 to 75 percent of the cost of education should be assumed by the state). Since the State of Arizona pays only 26 to 36 percent of the cost of education, the remainder must come from a direct tax on the real property of the state and county. There are a few districts in our state that receive some help from grazing, stumpage fees, etc., but in most districts the real property taxpayer is fast approaching the limit of his ability to support the schools and provide programs essential to good education. We know of one instance in which this effort raised the tax rate to \$17 per hundred.

Equalize Tax Burden

In order to equalize the tax burden and provide better schools, our AEA Legislative Committee has prepared a Minimum Essentials Education Bill which will

be presented to the next session of the Twenty-Third Legislature. The main features of this proposed legislation were explained in the *AEA Newsletter* which was mailed to you just before our Convention in Tucson. The synopsis presented in the *Newsletter* gives facts and figures which will enable you to talk to your legislator and explain the intent of the bill and why it is so important that he vote for its passage.

Tax Study Committee

Recently, our AEA Legislative Committee, the Advisory Committee of the School Administrators and your President were invited by the Tax Study Committee of the House of Representatives to discuss school finance. This is the first time a joint meeting of an AEA committee and a house committee has been set up prior to the convening of a regular legislative session to study and clarify bills. This meeting proved to be very helpful. The problems of the schools were well presented by our legislative chairman, Wes Townsend, Superintendent of the Glendale Schools. The Tax Study Group, under the chairmanship of Mr. Charles O. Bloomquist, was most responsive. We did not always see "eye to eye" on all matters. Each realized that their differences were honest ones and not intended to make our problems more difficult. The discussion emphasized the graveness of the school

problems and I believe the legislators are sincerely trying to do something about them.

Limitations

During the discussion, both the AEA Bill and the House Bill on Education were presented. As seen by our AEA group, the main objection to the House Bill is its set limitations. In effect, the bill says that in those districts in which the operational costs (excluding debt service and capital outlay) are now \$250 or more for the elementary and \$400 or more for the high school the budgets for operational costs must be set up according to the following formula:

For The Elementary School

This year's actual per pupil operational expenditure plus \$10 multiplied by the anticipated ADA for the ensuing year.

For The High School

This year's actual per pupil operational expenditure plus \$15 multiplied by the anticipated ADA for the ensuing year.

(This limitation would not apply in those districts whose costs are now less than \$250 for elementary and \$400 for high school.) If a board thought it necessary to adopt a budget greater than the amount allowed under this limitation, it would be necessary for them to get the approval of the electors who are real property tax payers.

Appeal to Electors

AEA representatives believe that if such a limitation is written into law the appeal should be made to all qualified school electors since other than real property owners help in some degree through other forms of taxes with the support of schools. As can also be seen from the formula above, the House Bill provides for ADA on a current basis.

The purposes of the House Bill and the AEA Minimum Essentials Bill are much

the same. However, the AEA Bill does not have a limitation feature. It provides \$292 in ADA for elementary schools and \$485 in ADA for high schools for operating costs exclusive of capital outlay and debt service. Its basis for computing state and county aid is last year's ADA plus the increase over the previous year's ADA.

Opportunity for Progress

With the mutual understanding that has been established on the school problem, I feel there is a real opportunity for progress in the coming session of the Legislature. There may be some compromises but that is the way our laws are made. Again, may I urge you to study your AEA proposal, become familiar with it so that you can present it to your legislator. Do not pressure him but discuss the bill with him and point out the benefits of it. Do not put him on the defensive but try to secure his cooperation through an explanation of what the bill will accomplish when it is signed into law.



*James A.
Elliott,
President
Arizona
Education
Association*

There will be other legislation presented to the Legislature but our chief concern is to secure the passage of legislation that will provide the best possible education for Arizona's children and at the same time lessen the school tax burden now placed upon the real property owners in many districts. To accomplish this goal it will take the combined efforts of teachers, administrators, school boards and taxpayers. But most of all, it will depend upon the Legislator for it is his vote that will make our hopes for education a reality.

Eastburn

(from page 9)

formed seven years ago. He served on the executive body of the National Commission on Accrediting and he was active in the American Council on Education. He also served as state co-ordinator of the National Association of Secondary School Principals Association. As President of Arizona State College at Flagstaff he served for ten years on the State Board of Education.

Dr. Eastburn also held positions of leadership in many community and church activities.

This article has given considerable space to Dr. Eastburn's education training and experience because they demonstrate his outstanding educational career.

I knew him best when he was Director of Research and Guidance in the Phoenix

Union High Schools and Phoenix College where he showed fine ability and contributed much to the development of that large system. It was a real pleasure to be closely associated with him in educational work for more than two decades.

As John Jacobs, President of the Board of Regents of the state's University and Colleges, has so well said, "The development of the Flagstaff College is a monument to Lacey Eastburn". (Phoenix Gazette)

Dr. Eastburn became President of the Arizona State College at Flagstaff ten years ago at a critical time in its history. His administration was outstanding and he led the College forward in its advancement, not only in its increased enrollment but in the quality of the courses offered and in the efficiency of its work.

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The NEA Cornerstone

*By William G. Carr,
Executive Secretary, NEA*

Mr. President, Chairman Flora, Secretary Folsom and other friends of the National Education Association:

As these simple ceremonies end, I welcome the opportunity to say a few words on behalf of the employed staff of the Association. This building is a workshop. Its products are educational services and educational leadership. We who work here rejoice in the opportunities such employment affords. We intend that this new building shall enable us to expand and improve those services to the teaching profession, to the young people in our schools and colleges, to our country, and to the world.

"We are all proud of this headquarters building. We are prouder still of what it represents. The stone foundations represent the solid and fundamental values. The steel girders and iron rods which hold the building together represent the stronger ties which bind teachers together in a great profession."

The last few sentences I have just read to you are not original with me. They were spoken by Executive Secretary James W. Crabtree in 1930 when the cornerstone was laid for the building which, now remodeled, comprises the central unit of the NEA headquarters.

Forty years ago this autumn, the first NEA offices were opened in Washington. They occupied three rooms in the "Battle-ship" building where M Street meets Thomas Circle, just two blocks from here. The rent in war-time Washington was \$75 a month, including the living quarters for the Executive Secretary and his family. The total membership then was 8,466 and the total staff was three persons. In his

autobiography, Mr. Crabtree wrote that he could not then foresee a membership of more than about 40,000.

In the summer of 1920, the offices were moved to a small dwelling which then stood where this open framework is now rising. At that time, the entire office property of the Association—books, records, files, and publications—was moved from Thomas Circle to this corner in a hand cart.

That was the summer when two daring Army officers made the first flight across the Atlantic. The League of Nations was about to hold its first meeting. War was raging between Russia and Poland. In this country, the woman's suffrage amendment was proclaimed. Warren Harding was running against James E. Cox for the Presidency. The nation's first general radio broadcast was arranged for the election results.

As we reflect on the profoundly changed circumstances of the Association during the memory of all but the youngest among us, I believe we become aware of two sentiments.

The first is one of gratitude to the men and women who have made the Association what it is today, not merely to those whose names are written large in educational history but also to the Unknown Teacher who has given time, strength, resources, and thought that the National Education Association of the United States might be an honorable and useful institution.

The second feeling that must surely arise as we contemplate the past is confidence. If the buoyant spirits which found-

Turn to page 22

Teach in Guam

Teachers wishing to teach in the Territory of Guam starting August 25, 1958, are invited to apply immediately. Enrollment approximately 13,000 pupils in public school system, which includes a two-year college. High school is accredited by North-Central Association of Secondary Schools and Colleges. Teaching positions open at all levels. Several openings in elementary supervision and in administration. Preference given to teaching couples, single men, single women, and married men without children.

QUALIFICATIONS: Bachelor's degree and valid teaching certificate in subjects or grades you wish to teach. Preference given to those with teaching experience. Higher level positions require additional education and experience.

CONDITIONS: Must sign two-year contract. Furnished housing provided at reasonable rates. Transportation to and from place of recruitment and shipment of some household goods provided at government expense. Passport, Navy clearance, and health certificate necessary for entry to Guam.

High school program similar to that of typical U. S. high school with enrollment of over 2,000 students. Applications are needed in the following areas: journalism, speech and drama, reading specialist for junior-senior high level, Latin, Spanish, vocational auto mechanics, vocational home economics, agriculture, instrumental music, industrial arts, boys' and girls' health and physical education, teacher-librarian, art, mathematics, science, English, social studies, commercial, and pupil personnel services. All high school teachers must meet North-Central requirements.

For further information and application forms write

(regular U. S. AIR MAIL):

MR. J. R. TRACE
Director of Education
Government of Guam
Agaña, Guam, M. I.

Among Our Neighbors

(from page 11)

toward education? When we consider what has damaged our educational structure during the past 20 years, we recall some staunch wreckers who ought to wash their hands with the best soap available.

We feel that the reference made of art courses as "pipe" courses is too ridiculous to deserve comment. We might ask the writer of the "special" communication from Washington, what he has to say about the rise of what amounts to professionalized athletics in most colleges and



universities where the appraisal of a coach is made by how many games he wins; and the alumni attacks on the administration of the school with only fair or losing teams?

In the same issue of the Arizona newspaper referred to earlier, there appeared also a syndicated article by Dorothy Thompson who incidentally seldom appears in this paper. Miss Thompson expressed the thing we were expecting. In essence, she asks, "Who are the laggards and eggheads responsible for Russia's first thrusting a couple of little moons into the mid-heavens? Why, the schools, of course!"

Education may be influenced by mediocre colleges of education; it may be damaged by educational theory "which defies the whole experience of the race". Even

Turn to page 19
Arizona Teacher

CALENDAR—

Jan. 11—AEA Presidents Meeting,
Phoenix
Jan. 20-21—Regional TEPS Meeting,
Denver, Colorado
Feb. 7-8—Elementary School Adm. Work-
shop, Yuma
Feb. 13-14-15—AAVED Meeting, Phoenix
Feb. 21-22—Spring Conference on Gifted
Children, ASC, Tempe
Feb. 22-25—American Assoc. of School
Adm., St. Louis
March 11-12—American Assoc. of School
Adm., San Francisco
March 15—AEA Dept. of Classroom
Teachers Annual Meeting
March 19-25—Music Educator's National
Conference, Los Angeles

March 20-22—NEA Classroom Teachers
Regional Conference, Reno
March 28-29—Arizona Cooperative Read-
ing Conference, ASC, Tempe
March 31 to April 3—American Personnel
& Guidance Assoc., St. Louis
April 11-12—AEA Delegate Assembly,
Phoenix
April 18-19—Arizona Personnel & Guid-
ance Assoc. Convention, Kingman
June 24-28—National TEPS Commission
13th Annual Conference, Bowling Green
State University, Ohio
June 29 to July 4—NEA Convention,
Cleveland, Ohio
July 6-18—Classroom Teachers National
Conference, Bowling Green, Ohio
August ?—AEA Leaders Conference

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Travel Promotes Professional Growth

The conscientious teacher who continually seeks professional growth is no rarity. Several distinguishing marks make her recognizable. Among these are her ability to hold the interest of modern youngsters, her satisfactory relationships with colleagues and the school administration, and her participation in professional activities. She may be a person who keeps current by extensive reading or through educational travel experiences.

Professional Growth

Let us consider the travel experiences that are conducive to professional growth. Several school systems have definitions of what they consider as being educational travel and grant recognition in the form of salary increment or recognition of some other type to persons who complete these requirements. Our well-traveled teacher is no doubt aware of the practices of her school administration in regard to this matter or she may have formulated her own definition of educational travel. In any event, it is likely that she prepares for her tripping as carefully as she makes her lesson plans for the classroom.

First, she chooses carefully the area in which she wishes to travel. Many considerations enter into this choice. In many subject matter fields there are certain geographic areas that are closely identified with the development and history of that particular field of knowledge. Instead of repeated experiences in her own subject

matter field, however, the teacher may desire to broaden her education by delving into new areas. She knows that for each day spent and each dollar invested a travel experience will serve as a better, more enjoyable introduction to new fields of knowledge than any other method of study.

The teacher traveler reads to prepare herself. Her search for reading materials is not limited to the local library. Too frequently library travel shelves, where available, are not kept current. Publishing in the travel field is undergoing radical changes. The new illustrated travel guides are not only more attractive and readable but also more trustworthy in giving a true picture of current accommodations and current transportation facilities. Sunday magazines often carry advertisements of the latest available travel publications.

Choice of Tours

Another factor aiding in the choice of places to be visited is the availability of planned educational teacher tour groups. Colleges, commercial tour agents, and the National Education Association organize tours of this nature. Information is available from the NEA Travel Division, 1201 16th St., N. W., Washington 6, D. C. Airlines compile listings of these tours and the Pan American Union publishes an annual listing entitled "Summer Study in Latin America".

Among Our Neighbors

(from page 16)

so, Miss Thompson's article represents the fundamental error in logic of "selected instances". The word "whole" is typical of the error of the naive who should learn to use "some" oftener and "all" most sparingly. Her autoeratic proposal calling for segregation on the basis of ability, while excusable in some cases, is certainly foreign to the democratic tradition of equality of opportunity in our culture. We have our hands full fighting *racial* segregation at this moment. We might be frank and consistent.

The history of the enduring thought of mankind comes to one (out of many) conclusion: it requires virtue of high order to fear and hate an object without becoming like the object.

Half of Our Lives

(from page 7)

all of us should better understand the nature of our world.

Science is not, however, the end-all, the be-all, the explain-all. It should not become a religion and scientists its high priests. That way lies another slavery. There is a lot to life in the newly opened heavens (because man will be there) and on earth (because man is here) that will not be explained or made better by slide rules, electronic computers, or accumulations of statistical data. Will the heart of man give up its secrets to the IBM machine?

We heard a wise man speak the other day. It was on television (thanks be to the scientists), and he was a poet (thanks be to whom?). Among the subjects he touched upon in this television interview was science. And among other things Robert Frost had to say was this: "A whole half of our lives can't be made a science of."

December, 1957



"Storyland of Music"

TONE TALES

Padre Serra's Christmas Call	Dec. 19
Clock of the World	Jan. 9
Tune Telescope	Jan. 16
Topography in Tone	Jan. 23

LITERATURE AND MUSIC

Peer Gynt	Jan. 30
Hiawatha	Feb. 6
Romeo and Juliet	Feb. 13
Traitor or Patriot?	Feb. 20

LEGEND AND MUSIC

Siegfried	Feb. 27
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Look - Hear - Now

by Dorothea Pellett, Audio-Visual
Consultant, Topeka, Kansas
Public Schools

New filmstrips are here suggested. A request to the companies mentioned will bring you free descriptive catalogs.

For teen-agers—"Why Eat A Good Breakfast? (free, Cereal Institute, 135 S. LaSalle St., Chicago 3) a new color strip based on the Iowa University studies, pictures tests which prove the benefits of a good breakfast.

"Living Together in School" (6 color strips, Young American Films, 18 East 41st Street, New York 17) uses incidents common to everyday happening at school as guidance examples for kindergarten and primary children. They demonstrate some of the desirable ways of doing, in the strips: "Being Prompt," "Caring for School Materials," "Consideration for Others," "Going to School Assembly," "Our School Helpers," and "Visitors to Our Class."

"Learning New Numbers-Decimals" (8 color strips, Filmstrip House, 347 Madison Ave., New York 17) includes directions for students to make an abacus like the one Alan and his pet "Gerry-Graph" use in the strips. They relate common fractions to decimals, reinforce place-value concepts and manipulate decimals. New from Filmstrip House are two sets of four color strips each, "Whys of Elementary Science" for primary grades. Set II shows boys and girls using wheels, levers, ramps, screws, and wedges. Set III observes and groups plants and their seeds. Set I, on Weather, explains why we have rain, wind, day and night, and temperature changes.

"Then and Now in the United States" correlates with the Silver Burdett text but is comprehensive in the filmstrips set

Arizona Teacher

for independent use. Distributed by Encyclopaedia Britannica Films (1150 Wilmette, Ill.) each of the 18 color strips deals with a region: locates the area, pictures land type, shows past and present use of resources.

Encyclopaedia Britannica Film series of six sets of full-color strips each considers the United States in its six larger regions. The sets: "Northeastern", "Southeastern", "Middle", "Southwestern", "Northwestern", and "Far Western." States are the same regional grouping used in the motion picture films by the same producers.

Three new sets (6 color strips each) from EB Films organize social studies concepts around basic needs, "Foods," "Clothing," and "Shelter," for elementary grades. "Clothing" deals not only with why we wear clothes, materials and how they are processed, but also shows children selecting different kinds appropriate for different activities, temperatures, and places. A boy cleans his shoes, and decides which worn garments to hang up and which to put in the laundry or to have dry cleaned. The other strips have the same direct reference to children's needs.

"American Indian Cultures" (6 color strips, EB Films) includes in this one set stories authentically representing tribes of the Plains, the Eastern and the Southern Woodlands. Illustrated in paintings by Edgar Miller, noted interpreter of Indian life.

Dramatization based upon the Landmark Books, another excursion into the past favored by junior high students combines color filmstrips and recordings, although either may be used separately. New titles include: "Panama Canal", "Lincoln and Douglas," Sam Houston," "The Wright Brothers," "Explorations of Marquette," and "The Pony Express." For complete catalog of tsrips and recordings

Turn to page 22

December, 1957



*have fun
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Easy to do. Not even any cooking.

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Easy how-to-do-it...

Ingredients: 2 lbs. semi-sweet chocolate... 6 oz. maraschino cherries... $\frac{1}{2}$ cup hard sauce... $\frac{1}{2}$ can flaky coconut... 3 oz. crunchy peanut butter... Can of chopped, roasted almonds... 2 slices fruit cake $\frac{1}{2}$ " thick... Cherries, blanched almonds, what-have-you for trim.

Prepare centers on wax paper. **FOR CHOCOLATE CHERRIES**—Drain maraschino cherries, roll one by one in tsp. hard sauce; then in coconut. **FOR PEANUT BUTTER CENTERS**—Make balls, each 1 tsp. of peanut butter; roll in chopped almonds. **FOR PUDDINGS**—Cut fruit cake in $\frac{1}{2}$ " squares.

Coat: Stir to merely melt chocolate in bowl over hot water. Don't let chocolate get hotter than 80°F. Never let water touch bowl or chocolate. Use fork to dip centers one by one. Lift on fork; push with second fork onto wax paper. Trim.

Crunchies: Left-over ingredients or raisins, cornflakes, etc. stirred into left-over, melted chocolate. Drop by teaspoonful.

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INFORMATION: Dr. Carlos G. Sanchez, Dept. AQ, University of San Francisco, San Francisco 17, California.

MORE POWER TO YOU

A Teen Guide
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by John and
Doratha
Crawford

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in their
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MORE POWER TO YOU is packed full of ideas on how to gain clearer self-understanding, self-acceptance and self-control. The lively style of the book is made even more appealing to youthful readers by the use of diagrams, tables, illustrations and self-quizzes.

Real-life situations at the end of each chapter present "what-would-you-do" problems for discussion with each other or with parents.

\$2.50 at all bookstores.

MUHLBERG PRESS
Philadelphia



Look Ahead

(from page 21)

write to: (Enrichment Teaching Materials, 246 Fifth Ave., New York 1, New York)

"World History-The Classical Age" (4 color strips, Society for Visual Education, 1345 Diversey Parkway, Chicago 14) for senior high school, uses drawings to show Greek and Roman foundations of Western Civilization. Simplified maps and printed statements of each strip's purpose focus and relate main ideas influential today.

Rand McNally's "Elf Book" stories are presented by Society for Visual Education in two filmstrip sets, "Fun On Wheels" and "Animal Friends", each with four color strips and two matching recordings.

"Nations as Neighbors" (Christians With Our World Neighbors) also from SVE.

Cornerstone

(from page 15)

ed the Association 100 years ago could not imagine the status it would occupy today, if the first daring attempts to establish a Washington office were based on assumptions long since shown to be inadequate, how can we dare to set limits upon our hopes for the future?

When, as may happen to any of us, there arise doubts or anxieties about the future, I hope we may be able to hear, even above the roar of today's heavy traffic, the small, brave rattle of the wheels of a hand cart and the footsteps of a staff of three people advancing down M Street to this corner.

Mr. Chairman, I promise you on behalf of the staff of the National Education Association that we shall work in this building with gratitude for the past. I promise you also that we shall work here with a resolute confidence in the future of the National Education Association and of the ideals for which it strives.

Arizona Teacher

YOURS for the asking

No requests from children, please. Our advertisers prefer to send their material to teachers or administrators only. Many of last year's offerings are no longer available. Use the coupon in each issue as quickly as possible to keep up to date with the newest material now awaiting your request.

3. *Facts* about writing short paragraphs for profit. (Benson Barrett)

7. *Classroom Clinic for Elementary Teachers*. World Book invites you to share its Classroom Clinic on a wide range of subjects, including Social Studies, Science, Classroom Activities, Tool Subjects, and other matters of interest to teachers. (Field Enterprises, Inc.)

19. *Request Card* for a copy of the Teacher's Manual for the 30th Annual Standard School Broadcast Course.

"Storyland of Music". (Standard Oil of California)

20. *Correlation Guide and Catalog*: A listing of titles broken down by Unit Study Groupings and by Grade Reading Levels. A quick reference. (Childrens Press)

31. *Money Management Program*. Folder listing booklets and filmstrip lectures to help in teaching high school, college and adult students the basic principles for managing money effectively. (Money Management Institute of Household Finance Corporation)

42. *Highways to History* is a wall mural eight feet wide, in full color, showing photographs of 10 historically famous places in America. Includes an eight-page lesson topic. If additional lesson topics are desired, jot down the number you need—not more than 15 to a classroom, please. (Greyhound Lines)

62. *Train Display Streamer*—A display item, 160 inches long, accordion folded, showing freight and passenger trains in color. One copy per teacher. (Association of American Railroads)

65. *Folders* on Summer Sessions at Guadalajara, Mexico, and Valencia, Spain, and itineraries of tours of Europe for 1958. University of San Francisco Extension. (Dr. Carlos G. Sanchez)

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Snow Sports

for

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Feb. 8-9

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The college your senior students choose will be their home nine months of each year for four years longer if they continue on for graduate study. They should consider that important fact when they visit a college campus.

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